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INCORPORATING HIGHER-ORDER THINKING SKILLS IN ENGLISH LESSON PLANS FOR SENIOR HIGH SCHOOL

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ABSTRACT

Since high order thinking skill is the most significant skills in the twenty-first century, there has been a lot of interest in it nowadays. Incorporating HOTS in the educational field, particularly in assessment, has been broadly employed. However, there is a lack of lesson plans that incorporates high-order thinking skills. This current study aims to explore the higher order thinking skills in lesson plans, particularly English, at Senior High School in Indonesia. This research employs a content analysis approach. A systematic content descriptive text methodology was used to analyse the data, which was based on Anderson and Krathwohl's Taxonomy's cognitive levels. The data source of this study are 5 English lesson plans at two Senior High Schools in Jakarta. The result of the study indicates that HOTS levels C4, C5, and C6 are found in lesson plans, learning objectives, and learning activities. The result also reveals that the lesson plan needs further revisions to meet the HOTS standards that have been incorporated into the curriculum and national education strategy.

Keywords: *21st-century skill; English lesson plan; Higher-Order Thinking Skills; Senior High School*

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ABSTRAK

Keterampilan berpikir tingkat tinggi adalah salah satu keterampilan penting di abad kedua puluh satu saat ini. Memasukkan HOTS di bidang pendidikan, khususnya dalam penilaian, telah digunakan secara luas. Namun, ada kekurangan rencana pelajaran yang menggabungkan keterampilan berpikir tingkat tinggi. Penelitian ini bertujuan untuk mengeksplorasi kemampuan berpikir tingkat tinggi dalam RPP pengajaran bahasa Inggris di Sekolah Menengah Atas di Indonesia. Penelitian ini menggunakan pendekatan analisis isi. Metodologi teks deskriptif isi yang sistematis digunakan untuk menganalisis data, yang didasarkan pada tingkat kognitif Taksonomi Anderson dan Krathwohl. Sumber data penelitian ini adalah 5 RPP di SMA Negeri di Jakarta. Hasil penelitian menunjukkan bahwa HOTS level C4, C5 dan C6 terdapat dalam RPP, tujuan pembelajaran dan kegiatan pembelajaran. Hasil penelitian juga mengungkapkan bahwa RPP perlu direvisi lebih lanjut untuk memenuhi standar HOTS yang telah dimasukkan ke dalam kurikulum dan strategi pendidikan nasional.

Kata Kunci: *Kemampuan berpikir tingkat tinggi; Keterampilan abad 21; RPP Bahasa Inggris; Sekolah Menengah Atas*

INTRODUCTION

Recently, Higher-Order Thinking Skills (HOTS) has been considered as an essential skill in the 21st-century education (Ilham et al., 2020). Besides, HOTS is required to tackle the twenty-first century's challenges (Ganapathy & Kaur, 2014; Tan & Halili, 2015). Tan and Halili (2015) believe that HOTS is significant for global economic growth, ICT development, knowledge-based economies, and a fast-paced

environment. As a result, HOTS is one of the 21st-century skills that must be acquired by students to help them cope with the challenges in the era, such as global economic expansion, rapid technological advancement, and a fast-paced world.

Teaching HOTS has been increasingly significant in education around the world in recent decades (Mainali, 2013; Putra & Abdullah, 2019). A study by Ganapathy et al. (2017) aims to promote HOTS for ESL lecturers of Malaysia by teaching practices. Furthermore, Nguyễn and Nguyễn (2017) investigate the effect of instruction of HOTS on student's motivation of learning in Vietnam. HOTS was discovered to have a positive impact on students' learning processes, assessment performance, ingenuity, and enthusiasm. Moreover, in Indonesia's national curriculum, teachers are required to apply HOTS during the teaching process. As stated by Tyas et al. (2019), the incorporation of HOTS into the teaching-learning process is required by the national curriculum. According to the Indonesian Ministry of Education and Culture's 2013 curriculum, HOTS must be taught in every subject, including English. Besides, Abkary and Purnawarman (2020) argue that the key feature of the 2013 curriculum is that it encourages teachers to successfully create HOTS in the process of teaching and learning. Therefore, teachers have been urged to employ HOTS during the learning process since the development of the curriculum in 2013 that promotes HOTS.

Unfortunately, the implementation of HOTS in schools in Indonesia has not been implemented appropriately. As mentioned by Ahmad (2018) and Warmadewi et al. (2019), the implementation of HOTS in Indonesia did not work properly as planned. They argue that many educators still do not grasp HOTS and have not applied it yet. This is because the instructors exclusively conveyed theories during the course without providing examples or practices of HOTS learning implementation. It can be seen in the way that learning is implemented, which is still dominated by a teacher-centred approach. Moreover, Kusuma et al. (2017) state that the majority of Indonesian students still have limited cognitive skills (knowing, applying, reasoning), which is seen in PISA 2019.

Many investigations are being carried out to see how HOTS may be incorporated into the assessment. In Malaysia, Singh and Shaari (2019) did research to identify HOTS elements in a reading comprehension test. Furthermore, Ilham et al. (2020) propose classifying HOTS items that fulfill the ENE 2019 indications, as well as the particular aspect of cognitive categories and the cognitive process skills aspect. Additionally, Putra and Abdullah (2019) investigate how HOTS-based questions are used in the English National Examination, as well as which skills are included in the HOTS category. Shafeei et al. (2018) also looked into the types of questions asked by English as a second language teachers. To further show the incorporation of HOTS into the English subject lesson plans, further discussion about HOTS is presented below.

Higher-Order Thinking Skills (HOTS)

Higher-Order Thinking Skill (HOTS) is essential in the twenty-first century learning because it requires a high level of critical thinking ability needed to deal with global challenges. Higher-order thinking skills is divided into three areas (Brookhart, 2010): transmission, critical thinking, and problem-solving. "Higher-order" thinking skills, according to Brookhart (2010), allow a person to comprehend

and apply experience and information, communicate complicated thoughts, make judgments, analyse and update insufficient structures, and solve issues. Crawford and Brown (2002) classified HOTS into three categories of thinking: content, critical, and creative thinking (as cited in Djami & Kuswandono, 2020). Thus, HOTS can be categorized as the ability to think critically, logically, reflectively, and creatively.

Ilham et al. (2020) defined HOTS as an occurrence in which a person receives new information, and it is stored in their memory, and then connects the information to find viable solutions to any existing problems. According to Wenglinsky (2002), higher-order thinking, known as "critical" or "strategic" thinking, is defined as the ability to solve problems, examine arguments, negotiate problems, or make predictions using information. HOTS is thought to encourage students to think critically in the classroom through active learning (Shafeei et al., 2018). Therefore, HOTS is a thinking skill that necessitates not just the capability to remember, but also the ability to think creatively, critically, and rationally to solve a problem.

HOTS-based learning was thought to be a good method to help students build relevant skills for 21st-century learning. According to the Australian Council for Educational Research (ACER) (2015), higher-order thinking skills include evaluating, reflecting, disputing, applying diverse concepts, arranging, and producing. Critical thinking, creativity, problem-solving, reasoning and decision-making are all covered (Pratiwi & Mustadi, 2021). Besides, HOTS is the skill to use logical processes to obtain a solution (Tyas et al., 2019). Allowing learners to think divergently is one of HOTS' learning qualities. It entails a number of options, alternative responses, and various thoughts.

Anderson and Krathwohl's Taxonomy

The most frequently used categorization system for measuring cognitive ability is Bloom's Taxonomy (Singh & Shaari, 2019). Bloom's Taxonomy is a system for categorizing cognitive reasoning skills, which vary from simple to complex, concrete to abstract. It is divided into three sections: cognitive, affective, and psychomotor domains. Among the other domains, the cognitive domain is believed to be the most significant. Cognitive domains are divided into six stages: knowledge, comprehension, application, analysis, synthesis, and evaluation.

Bloom's Taxonomy was revised by Anderson and Krathwohl. The main distinction between Bloom's taxonomy's old and new versions is that: (1) The version by Anderson and Krathwohl has two dimensions: knowledge and cognitive dimension. Meanwhile, the previous one has three dimensions; (2) Anderson changed Bloom's categories from nouns to verbs, altering the original terminology; (3) Anderson also rearranged the synthesis order, putting it at the top of the triangle under the name Create. The revised Bloom's taxonomy of Anderson and Krathwohl (2001) became: remember, understand, apply, analyse, evaluate, and create.

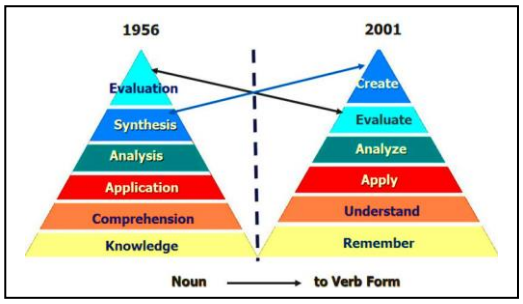

Figure 1. Anderson and Krathwohl's Taxonomy

Anderson and Krathwohl's taxonomy (2001) divides these cognitive levels into two; Lower-order thinking (LOT) is at the level of remembering (C1), understanding (C2), and applying (C3), while Higher-order thinking (HOT) is at the level of analysing (C4), evaluating (C5), and creating (C6). Anderson and Krathwohl (2001) explain the three highest levels of cognitive process dimensions, which include analysing, evaluating, and creating.

First, deconstructing a substance into its constituent elements and discovering how pieces are connected and a larger structure is what analysis implies. Differentiating, arranging, and assigning are examples of cognitive tasks at this level. Second, making decisions based on a set of criteria and standards is what evaluating implies. Quality, effectiveness, efficiency, and consistency are the most commonly utilized criteria. The cognitive processes of checking (internal consistency judgments) and critiquing are included under the category evaluate (judgments based on external criteria). Third, assembling components into a logical or functional whole is what creating entails. To fulfill the Create criteria, students must mentally arrange certain pieces or components into a pattern or structure that was not previously apparent. As a result, the creative process can be thought of as starting with a divergent phase, in which the learner analyses a variety of options while seeking to comprehend the assignment (generating). The learners then move on to a convergent phase, when they build a solution strategy and turn it into a plan of action (planning). Finally, once the learners have produced solutions, the plan is carried out (producing).

Table 1 illustrates higher-order thinking skills dimensions by Anderson and Krathwohl's taxonomy which covers categories of higher-order thinking and keywords of each category.

Table 1. Category and keyword of Anderson and Krathwohl's taxonomy

Category	Keywords (Verbs)
Analyzing (C4)	Examining, comparing, contrasting, distinguishing, doing discrimination, separating, test, doing an experiment, asking
Evaluating (C5)	Giving argumentation, defending, stating, commenting, choosing, giving support, giving assessment, doing an evaluation
Creating (C6)	Assemble, change, build, create, compose design, establish, formulate, write.

HOTS in English Teaching Lesson Plan

There are numerous components to the teaching and learning process. The syllabuses, lesson plans, and textbooks frequently utilized by language teachers are

among the most important components for most EFL/ESL classrooms and programs. Nesari and Heidari (2014) believe that a lesson plan is one of the most fundamental aspects of the educational process. According to Milkova (2012), the instructor's lesson plan is a roadmap for what learners know and how they should study it in class. Ratnawati (2017) describe a lesson plan as a written process of activities in the process of teaching and learning. Nesari and Heidari (2014) state a lesson plan is a written description of an educational process that outlines what, when, where, and how students should learn as well as how they should be tested. Besides, a lesson plan is a planning document that outlines the fundamentals of competency based on the syllabus's subject standards (Depdiknas, 2008). In a summary, a lesson plan is a teacher's toolkit for conducting the teaching-learning process as a guideline that refers to a basic competence in one set of topics in order to meet students' learning objectives.

There are several components that must be considered in making lesson plans, such as basic competencies, learning objectives, learning activities, assessment, etc. The Ministry of Education and Culture (2019) states that the core components of lesson plans are learning objectives, learning scenario, and assessment. In addition, other components are considered as supporting components. Lesson plans can be chosen, created, used, and developed by teachers at their discretion. Under new regulations, the Ministry of Education and Culture states that the lesson plan should be one page long. The goal is for the lesson plans to be created effectively and efficiently so that teachers have enough time to prepare and evaluate the learning process.

With regards to the integration of HOTS in lesson plans, many research have confirmed the application of HOTS in teaching and learning process; however, very few has been done on the lesson plan, particularly the English teaching lesson plan, which serves as the foundation for learning. Fatimah et al. (2020) conducted a study to analyse the incorporation of HOTS in syllabuses and lesson plans of subject Fikih. The finding showed that no HOTS elements were found in the lesson plans, in the indicators, the learning process, and assessment. Furthermore, PPG UNESA studied HOTS content in indicators, teaching scenarios, and students' worksheets in English lesson plans by Yuardini and Chakim (2019). The findings revealed that the HOTS included in the lesson plan are a result of basic competency in the creation stage. Besides, Warmadewi et al. (2019) looked at the implementation of HOTS at senior high schools in Banjar in terms of lesson plans and assessments. It was discovered that while HOTS was not expressly stated throughout the lesson plan and evaluation, it was mentioned in many areas. Another study by Sulistyaningrum and Putri (2021) explores ways of thinking as well as HOTS in learning activities in lesson plans. The results revealed that the ways of thinking and HOTS were not properly integrated with learning activities throughout the entire lesson plans. In brief, that research revealed that mostly higher-order thinking has been stated explicitly in document of lesson plans in some subjects: Fikih and English, and assessment. However, the proportion of HOTS has not been wholly distributed.

Those previous studies investigated HOTS-based in non-English lesson plans, meanwhile the current study focuses on English teaching lesson plan. Besides, the aforementioned studies by Yuardini and Chakim (2019) and Warmadewi et al. (2019) focus on analysing the lesson plans in one institution, and they also analyse

the old version of lesson plans; while this study investigates one page long English teaching lesson plan at two private schools. Additionally, the study conducted by Sulistyaningrum and Putri (2021) examined the incorporation of HOTS in lesson plans as well ways of thinking; whereas this study only focus on HOTS excluding ways of thinking. Thus, this study aims to explore the high order thinking skills in English lesson plan at two private senior high schools in Jakarta.

Considering HOTS as one of the crucial aspects in the 21st century, this study thus is necessary. It is significant since HOTS are required to be used in every learning activity in Indonesia. This is in accordance with the Ministry of Education and 2013 curriculum. Moreover, the primary reason that researchers chose lesson plans for this study is that they serve as a guide for practical learning. According to Ratnawati (2017), a lesson plan is a documented list of actions that take place throughout the teaching and learning process. Eventually, the result of the study is expected to be beneficial for English teachers to improve the application of HOTS in the teaching and learning process.

To be more specific, this research intends to explore the extent of higher-order thinking skills in the existing lesson plans at Senior High School. As a result, the following research questions were developed for this study:

1. To what extend are higher-order thinking skills included in the existing lesson plan at 11th grade of senior high school?
2. Which lesson plan's components are incorporated with HOTS?

METHOD

This study used the content analysis approach, which is defined as a research method for identifying certain elements of textual or visual resources. Content analysis is also known as document analysis and may be used to analyse a wide range of documents, including, textbooks, lesson plans, syllabus, etc.

Data was gathered for a specific purpose by choosing two private schools in Jakarta. The reason why the researchers choose those schools is because they were given the authorization to acquire data sources and were given the opportunity to do so. Five 11th grade English teaching lesson plans from two in-service instructors at two different senior high schools in Jakarta were used as data sources. Three one-page lesson plans were given by SMA A. In addition, two one-page long lesson plans were also given by SMA B. The data comprises keywords (verbs) that represent higher-order thinking skills which are included in the core components of a lesson plan.

The data were analyzed using Anderson and Krathwohl's taxonomy descriptors. Firstly, the researchers reviewed and selected the lesson plan's components that contain verbs found in descriptions. Secondly, the researchers standardize the verbs and descriptions used to define higher-order thinking skills. Thirdly, the verbs are assessed according to descriptors of higher-order thinking skills they belong to. Fourthly, the information was presented in a table format. Fifthly, the data were described in more detail in the form of a description. Lastly, expert pedagogical judgments are used to verify and evaluate the findings. Since this study was limited to only two private schools, the findings cannot be generalized to SMA in Jakarta.

FINDINGS

The Incorporation of Higher-Order Thinking Skills in Existing Lesson Plans

The analysis findings were obtained from the current lesson plans after creating and descriptively evaluating the data at 11th-grade senior high school. Table 2 illustrates five lesson plans which are analyzed, coded as LP 1 to LP 5. The table shows components of the lesson plan, including learning objectives, learning scenario and assessment, as well as the category of HOTS.

Table 2. Analysis of HOTS in Lesson Plans

Lesson Plans (LP)	Components of Lesson Plan			*Category of HOTS*
	Learning Objectives	***Learning Scenario***	***Assessment***	
LP 1	***Compose*** transactional, oral, and written interaction texts that involve the act of giving and asking information related to opinions and thoughts, taking into account the function	Discuss in groups to ***determine*** social functions, text structure, and linguistic elements to give and ask for opinions and thoughts (I think, I suppose, in my opinion)	-	Create Analyze
LP 2	***Compose*** transactional, oral, and written interaction texts that involve the act of giving and asking information related to opinions and thoughts, taking into account the function	***Create*** situational dialogue by applying giving and asking for opinions and thoughts (I think, I suppose, in my opinion)	-	Create Create
LP 3	***Compose*** transactional, oral, and written interaction texts that involve the act of giving and asking information related to opinions and thoughts, taking into account the function	In groups, students display a phenomenal video about events that occur in the community and ***comment*** on 50-100 words in which it involves giving and asking for opinions and thoughts (I think, I suppose, in my opinion) using Quipper School or Google Classroom.	-	Create Evaluate
LP 4	***Compose*** social functions, text structures, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related to suggestions and offers, according to the context of their use	***Comparing*** suggestions and offers expressions from shared video links.	-	Create Analyse

Lesson Plans (LP)	Components of Lesson Plan			*Category of HOTS*
	Learning Objectives	***Learning Scenario***	***Assessment***	
LP 5	***Compose*** social functions, text structures, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related to suggestions and offers, according to the context of their use	***Responding*** to the results of group presentations regarding the differences in each suggestion and offering expression ***Create*** a suggestion and offer dialog in pairs.	-	Create Evaluate Create

Table 2 shows that all of the lesson plans are partly incorporated HOTS. The HOTS levels found in each lesson plan have many variations, ranging from C4 to C6. The most commonly seen level is C6, which is located on the create stage. Level C6 is included in the learning objective and learning scenario sections. Level C4 and C5 on the other hand, are only seen in the context of a learning scenario.

Activities from HOTS level C4 where students are in the analyze phase were discovered in lesson plans 1 and 4. Using the verb "distinguish," students are expected to discuss in groups and determine social functions, text structure, and linguistic aspects to give and ask for opinions. Meanwhile, in lesson plan 4, students were required to compare the various expressions used in the video provided by the teacher to give suggestions and offers. "Comparing" is the HOTS verb in lesson plan 4.

Furthermore, HOTS level C5, which means the ability to evaluate at the evaluation stage, is included in lesson plans 3 and 5. Students are required to react to a phenomenal video about events on community activities in lesson plan number 3. The comments should be between 50 and 100 words long and include both offering and asking for opinions. Moreover, students were asked to respond to the results of other groups' presentations in lesson plan number 5, addressing the contrasts in each suggestion and offering expression.

Lastly, HOTS level C6 is found in lesson plans number 2 and 5. In both lesson plans, students are asked to make dialogues with certain themes that have been determined by the teacher. In lesson plan 2, students are asked to create a dialogue by applying giving and asking opinions expressions. Meanwhile, lesson plan 5 asks students to make a dialogue using the expression of suggestion and offer.

Component of the Lesson Plans Incorporated with HOTS

The findings of the lesson plan analysis are separated into three categories: learning objectives, learning scenarios, and assessment.

Learning Objectives

Table 3 shows the analysis of the HOTS category in the components of the lesson plan, namely learning objectives. It illustrates a number of lesson plans, verbs found in the learning objectives section, and category of HOTS.

Based on Table 3, some objectives are found with HOTS in these lesson plans. Each lesson plan has only one objective that contains HOTS. The HOTS found are HOTS level C6, which is in create stage. There are no HOTS levels C4 and C5 that have been discovered.

Table 3. HOTS analysis in learning objectives section

LP	Learning Objectives	
	Verbs	***Category of HOTS***
LP 1	Compose	Create
LP 2	Compose	Create
LP 3	Compose	Create
LP 4	Compose	Create
LP 5	Compose	Create

Learning Scenario

Table 4 displays the analysis of the HOTS category in the learning scenario section in the lesson plans. It illustrates a number of lesson plans, verbs found in the learning scenario section, and the category of HOTS.

Table 4. HOTS analysis in the learning scenario section

LP	Learning scenario	
	Verbs	***Category of HOTS***
LP 1	Determine	Analyze
LP 2	Create	Create
LP 3	Comment	Evaluate
LP 4	Comparing	Analyse
LP 5	Responding Create	Evaluate Create

In this section, some of the activities in Table 4 have included HOTS. There is only one exercise that is included in each of the four lesson plans. Meanwhile, in lesson plan number 5, there are two activities that contain HOTS. The HOTS levels identified from the learning activities part of all lesson plans are levels C4, C5 and C6.

HOTS level C4 in the analysis stage is found in lesson plans numbers 1 and 4 with the action verbs *determine* and *comparing*. Furthermore, HOTS level C5 in the evaluate stage is found in lesson plans numbers 3 and 5 with the action verbs *comment* and *responding*. Finally, HOTS level C6 in the creating stage is found in lesson plans no. 2 and 5 with the action verbs *create* and *create*. Therefore, it can be seen that all HOTS classifications, from C4 to C6, are found in the learning activities section.

Assessment

In Table 2, it can be seen that from all the lesson plans, HOTS are not found in the assessment section. The teacher does not include details of the assessment used. All lesson plans only explained what aspects were assessed, such as attitudes, knowledge, and skills. Each aspect mentions the criteria and how it is assessed.

Therefore, Tables 2, 3, and 4 show that all of the lesson plans had HOTS on specific components, such as learning objectives and learning scenarios. In the meantime, the assessment component found no evidence to support HOTS.

DISCUSSION

One of the most significant documents used in teaching and learning is the lesson plan. The document, which includes learning objectives, indicators, learning scenarios, assessments, and other information, serve as guidance for teacher in conducting teaching and learning activities. According to Nesari and Heidari (2014), lesson plans can assist teachers in accomplishing the goals and objectives of the teaching and learning process in a proper way. Furthermore, Nesari and Heidari (2014) describe a lesson plan by means of a detailed written explanation of the contents, teaching methodology, time, and location, as well as techniques for evaluating students. However, the Ministry of Education and Culture of Indonesia (2019) categorize three core components in the lesson plan, such as learning objective, learning activities, and assessment. Thus, the component lesson plans that are being examined are those that are part of the core component.

The first component is learning objectives. The learning objective must state what students should learn or be able to accomplish by the conclusion of the learning process. The results of the analysis in the learning objective section found that there was only one HOTS level, namely level C6, in the entire lesson plan. It shows that the incorporation of HOTS in the lesson plan, especially the learning objective section is not balanced because there are no HOTS in C4 and C5 levels. Besides, the findings of the study show each lesson plan only provides one learning objective, which is quite limited. Furthermore, it eliminates attitudes, knowledge, and skills. In addition, learning objectives that appear in every lesson plan are not formed based on basic competence, yet the basic competence 4 is formed as learning objectives. For example, the learning objective in lesson plan number 1-3 is "*Compose transactional, oral and written interaction texts that involve the act of giving and asking information related to opinions and thoughts, taking into account the function*" which is the basic competence 4. It is in contrast to Permendikbud No. 22 of 2016, which sets up learning objectives based on basic competencies and operational verbs such as attitudes, knowledge, and skills that can be observed and measured. Therefore, the teacher should be able to describe the objective of the process of learning in detail.

Moreover, the second component is the teaching scenario. A teaching scenario activity is a sequence of actions conducted by the teacher and students in an educational setting to attain a certain objective. The current study found the right distribution levels of HOTS, namely C4, C5, and C6, in the five lesson plans in the learning scenario section. Level C4 is found in lesson plans No. 1 and 4, level C5 is found in lesson plans No. 3 and 5, and level C6 is found in lesson plans No. 2 and 5. In contrast, the study by Yuardini and Chakim (2019) mostly found HOTS level C6 in the create stage in the learning activities section in the lesson plan. Besides, in the current study, only 1-2 activities that included HOTS were found, while Yuardini's study found 3-5 activities that included HOTS in each lesson plan.

Moreover, based on the results in the learning activities section, it can be seen that HOTS are not fully incorporated into the teaching and learning process because

there is only one to two activities that included HOTS in each lesson plan. As stated by Ahmad (2018), Warmadewi et al. (2019), the application of HOTS in the learning process is not proper. However, this cannot be generalized since further study is needed to evaluate how higher-order thinking skills are applied in classroom. Additionally, teacher efficacy is also significant in adopting HOTS in the classroom. According to Ansori (2019), high self-efficacy among teachers will have a beneficial influence on HOTS implementation in the classroom. Thus, high self-efficacy among teachers will have a positive impact on HOTS implementation in the classroom.

The last component is assessment. This is when the teacher evaluates the lesson's end outcome and how well the learning objectives are achieved. The findings show that there are no HOTS in the assessment section. Since the lesson plan is only one page long, the teacher does not provide the assessment in detail. This section solely outlines aspects the teacher will assess, such as attitudes, knowledge, and skills. In addition, there are ways for teachers to assess, for example, a written test or an oral test. In contrast, Yuardini and Chakim (2019) and Warmadewi et al. (2019) discovered HOTS in the assessment section of their study. This is due to the fact that the lesson plans examined are different. The current study examines the lesson plans developed by the Ministry of Education and Culture in 2019, where the lesson plan is only one page long and the assessment part is not fully described. Meanwhile, the previous study looked at the lesson plan which included a lot of different components, as well as the assessment items that will be utilized.

As the result, HOTS were discovered in all of the lesson plans. However, it is only on specific sections, such as learning objectives and learning scenarios. Meanwhile, HOTS was not found in the assessment part. As mentioned by Warmadewi et al. (2019), HOTS is only found in certain parts of the lesson plan, not the complete content.

CONCLUSION

This study aims to explore the high-order thinking skills in English lesson plans at two private Senior High schools in Jakarta. However, the evidence from this study reveals that HOTS have not been wholly incorporated in the current lesson plans. HOTS was discovered in certain components of the lesson plan, such as learning objectives and learning activities. There were no HOTS found in the assessment section. HOTS levels C4, C5, and C6 are supposed to be used in the learning objectives section. Further, it is intended that teachers will use HOTS more in the learning activities section. There is only one of the five lesson plans which contains two activities connected to HOTS. While the other four just have one HOTS-related activity. Therefore, the incorporation of HOTS in learning activities needs more improvement**.**

The study into HOTS in English teaching in Indonesia still requires more research. The findings of this study can be used as a starting point for determining the data to which English teachers support the application of HOTS learning based. Exploring the application of HOTS based-learning in the real-world classroom is also critical. It is advised that the lesson plan design be re-aligned to Anderson and Krathwohl's taxonomy framework for further investigation. The modification is

meant to standardize English curricula and provide higher-order thinking skills to senior high school students.

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